

REAL SKILLS For Youth

Governor's Workforce Board

Solicitation for Grant Proposals

Real Skills for Youth

[RFP # RSFY 2020-01]

**Governor's Workforce Board RI
RI Department of Labor & Training
1511 Pontiac Avenue, Building 73
Cranston, RI 02920**

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**Proposals must be submitted no later than
Friday, January 31, 2020 at 2:00 PM**

Table of Contents

I.	Funding Opportunity Description	3
A.	Background	3
B.	Real Skills for Youth Overview	3
C.	Funding Stream and Authority	4
D.	Notification to Applicants.....	4
II.	Award Information	5
A.	Available Funding and Number of Awards	5
B.	Award Duration and Timeline	6
C.	Proposal Due Date and Time	6
III.	Eligibility and General Information	7
A.	Eligible Lead Applicants	7
B.	Major Elements of Programming	7
C.	Career Exploration.....	7
D.	Work Readiness Training.....	8
E.	Work-Based Learning	9
F.	Required Partnership Structure and Roles	11
G.	Leveraged Resources.....	12
H.	Youth Served	13
I.	Eligible and Ineligible Expenses	13
IV.	Proposal Format and Submission Information	13
A.	How to Apply and Submission Requirements	13
B.	Cover Page.....	14
C.	Proposal Narrative.....	14
D.	Budget & Budget Narrative	17
E.	Additional Attachments	17
V.	Grant Evaluation and Selection	17
A.	Grant Award Evaluation Process	17
B.	Grant Award Selection Process	19
VI.	Grant Administration and Reporting	20
A.	Negotiation and Post-Award Procedure.....	20
B.	Fiscal and Programmatic Oversight.....	20
C.	Payment Options.....	20
D.	Participant Data and Reporting Requirements	21
E.	Performance Metrics.....	21
F.	Right to Revoke Funding, Audit and Suspend Funds	21
VII.	Appendices	21

I. Funding Opportunity Description

The Governor's Workforce Board (GWB) is issuing this Solicitation for Grant Proposals for qualified organizations to form strategic partnerships among schools, youth-serving organizations, industry, and others to develop and implement high-quality paid work-based learning activities and work readiness programming for youth.

The GWB has made available up to \$2,500,000 to fund this Solicitation, tentative upon board approval and subject to appropriation. The GWB reserves the right to fund the proposal components in whole or in part.

A. Background

The GWB was established by Executive Order on September 22, 2005. It is the primary policy-making body on workforce development matters for the State of Rhode Island, with statutory responsibility and authority to plan, coordinate, fund and evaluate workforce development activities in the state as established by RI General Law, Title 42-102. The GWB consists of 22 members representing business, labor, education, community, and government who establish workforce development policy and plans and allocate state Job Development Funds (JDF). One of the GWB's strategic priorities is to advance a career pathway strategy to prepare youth and adults for successful futures, and part of that strategy is scaling out work-based learning and other work readiness activities for youth.

The GWB's "Real Skills for Youth" program is built off long-standing Summer Youth Employment investments to enhance and scale work-based learning opportunities for youth, and more tightly connect work-based learning to year-round work readiness programming, by supporting partnerships among schools, youth-serving organizations, industry, and others. This solicitation is part of the broader interagency [PrepareRI](#) initiative, with the goal of ensuring all Rhode Island students are college and career ready. PrepareRI aims to close the gap between what students learn in school and what they need for high-demand jobs, and to ensure that historically underserved student populations have expanded access to quality career preparation opportunities in priority sector industries.

B. Real Skills for Youth Overview

The goal of Real Skills for Youth is to prepare youth for success in college and career through meaningful **career exposure** and exploration of potential career paths and their on-ramps, **skill-building** with an emphasis on essential and professional skills, and supported **work-based learning experiences** that allow participants to apply learning in a real-world setting. Real Skills for Youth programs often provide youth with their first exposure to the world of work, whether through a paid work experience, hands-on exposure to new careers, or learning and practicing essential skills. Real Skills for Youth aims to meet youth participants where they are and prepare them for the next step in their career pathways such as selecting a Career and Technical Education program for high school, applying to the PrepareRI Internship program, or getting a job.

The Real Skills for Youth program is grounded in the following core values: a focus on equity and ensuring that historically underserved populations have expanded access to opportunities and quality programming; cultural competency and being respectful and responsive to the beliefs and practices of diverse population groups; and high expectations for all youth and providing the necessary supports and mentorship for youth to meet those expectations.

Partnerships are asked to propose plans for up to one year to provide participants with career exploration, work readiness training, and/or work-based learning opportunities aligned to in-demand industries as much as possible. Paid summer work-based learning will be prioritized in the evaluation process, as well as plans that connect summer work-based learning to year-round college and career preparation. Partnerships will have the opportunity to renew their contracts for up to an additional two years at the sole discretion of the Governor's Workforce Board.

Activities should help youth reach the following objectives:

- Understand career options, career pathways, and decision points, including the connections between educational and skills attainment, relevant experience, and career advancement;
- Develop essential skills¹ such as collaboration and teamwork, communication, critical thinking and problem solving, initiative and self-management, and professionalism;
- Learn and understand work norms and culture;
- Build professional networks.

C. Funding Stream and Authority

This grant is being funded by the GWB to Rhode Island General Laws § 42-102-6(e)1.

The authority for the award of funding for the Real Skills for Youth Grant is not governed by the provisions, otherwise, of Rhode Island Procurement Regulations Section 1 et seq. pursuant to Rhode Island General Laws § 37-2-13. Instead this grant is being solicited under Section 10 of the Rhode Island Procurement Regulations pursuant to Rhode Island General Laws § 37-2-13, "Expenditures that are not Procurements."

Funds for this grant are derived from a variety of sources, which may include but are not limited to:

- 1) The GWB pursuant to Rhode Island General Laws §42-102-6(e)1
- 2) Governor's Set Aside pursuant to Workforce Innovation and Opportunity Act, 29 U.S.C.A. §3163(a)
- 3) Sector NEG US DOL pursuant to Workforce Innovation and Opportunity Act, 29 U.S.C.A. §3225(b) and Workforce Investment Act, 29 U.S.C.A. §2918
- 4) US DOL Incentive Grant pursuant to Workforce Investment Act, 20 U.S.C.A. §§9211, 9273

D. Notification to Applicants

- The GWB reserves the right to amend, revise, or edit any part of this Grant Solicitation during the application period. Any amendments will be posted to the GWB website by Tuesday, January 14, 2020 along with Grant Solicitation questions and answers.
- Potential applicants are advised to review all sections of this Request carefully and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in the proposal being found nonresponsive.
- Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are solicited. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this Request will be rejected as being non-responsive.

¹ Essential skills are also known as professional skills, employability, soft skills, or 21st century skills and are defined on Page 8 of this Grant Solicitation.

- All costs associated with developing or submitting a proposal in response to this Request, or to provide oral or written clarification of its content, shall be borne by the applicant. The State assumes no responsibility for these costs.
- Proposals are considered to be irrevocable for a period of not less than 60 days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.
- Applicants are advised that all materials submitted to the state for consideration in response to this RFP will be considered public records as defined in Title 38, Chapter 2 of the General Laws of Rhode Island, without exception, and will be released for inspection immediately upon request once an award has been made.
- Interested parties are advised to visit the GWB web site (www.gwb.ri.gov) on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this Request for Proposals.
- All proposals should include the lead applicant's FEIN or Social Security number as evidenced by a W9 form, downloadable from the Division of Purchasing website:
<http://www.purchasing.ri.gov/rivip/publicdocuments/fw9.pdf>
- In accordance with Title 7, Chapter 1.2 of the General Laws of Rhode Island, no foreign corporation, a corporation without a Rhode Island business address, shall have the right to transact business in the state until it shall have procured a certificate of authority to do so from the Rhode Island Secretary of State (401-222-3040) This is a requirement only of a successful vendor.
- DIVESTITURE OF INVESTMENTS IN IRAN REQUIREMENT: No vendor engaged in investment activities in Iran as described in R.I. Gen. Laws §37-2.5-2(b) may submit a bid proposal to, or renew a contract with, the Division of Purchases. Each vendor submitting a bid proposal or entering into a renewal of a contract is required to certify that the vendor does not appear on the list maintained by the General Treasurer pursuant to R.I. Gen. Laws §37-2.5-3.
- § 28-5.1-1 Declaration of policy. – (a) Equal Opportunity and Affirmative Action toward its achievement is the policy of all units of Rhode Island state government, including all public and quasi-public agencies, commissions, boards and authorities, and in the classified, unclassified, and non-classified services of state employment. This policy applies in all areas where the state dollar is spent, in employment, public service, grants and financial assistance, and in state licensing and regulation. For further information, contact the Rhode Island Equal Employment Opportunity Office, at 222-3090.

II. Award Information

A. Available Funding and Number of Awards

The number of grants awarded will be determined by the competitive process and the available funding. All awards are subject to the availability of funds and the execution of a contract that is acceptable to both the selected respondent and the GWB.

The GWB anticipates that the majority of funds will be dedicated to paid work-based learning in Summer 2020. Awardees may be eligible for additional funding opportunities available only to Real Skills partnerships.

B. Award Duration and Timeline

The grant period for a Real Skills partnership will depend on proposed activities and will be determined upon award. Grants will be awarded initially for the first year of programming and applicants will have the opportunity to renew for up to two (2) additional years based on performance. Applicants provided the opportunity to renew will need to submit an abbreviated proposal for additional funding and a description of the comprehensive vision for programming. Approval of this application will be at the sole discretion of the GWB.

Initial grant contracts will begin no earlier than May 1, 2020 and will end no later than May 1, 2021, except by written approval by both parties. Additional Funds may be authorized upon written approval, and allocations will be based on available funds and performance. Below is the proposed timeline for Real Skills for Youth applications.

<u>Schedule of Pertinent Dates</u>	
Release of Solicitation	Thursday, December 5, 2019
Pre-Proposal Conference	Wednesday, December 18, 2019
A pre-proposal conference will be held on Wednesday, December 18 th at 10am at the Department of Labor & Training, Conference Room 73-1, 1511 Pontiac Avenue, Cranston, RI. Interested entities should attend; please send no more than two representatives from your organization. Register by emailing julissa.polanco@dlt.ri.gov .	
Q & A deadline	Friday, January 24, 2020
Questions about this RFP may be submitted to the GWB by email to julissa.polanco@dlt.ri.gov . All questions and answers will be posted on the GWB website.	
Proposal Due Date	Friday, January 31, 2020 at 2:00 PM
Grant Awards Announced	April 2020

C. Proposal Due Date and Time

Proposals, in the number and form set forth in Section IV, "Proposal Format and Submission Information" must be received in hand by GWB staff at the address below, time and date stamped no later than 2:00 P.M. Local Time on Friday, January 31, 2020, in order to be considered. If the proposal submission is mailed, it must also be received by the closing date and time. Hand delivery is preferred, and late submissions will only be considered for good cause.

RI Department of Labor & Training
1511 Pontiac Avenue, Building 73
Cranston, RI 02920

III. Eligibility and General Information

A. Eligible Lead Applicants

The Lead Applicant serves as Fiscal Agent for the grant as well as lead contact and administrator for all grant-related activities. The Lead Applicant may be any of the following:

School, school district, community-based or non-profit agency, training or education provider, higher education institution, trade association or industry sector intermediary, municipality, or private employer.

Existing Real Jobs RI and Real Pathways RI partnerships interested in youth activities are encouraged to work with their Grant Advisors to determine whether to respond to this solicitation.

B. Major Elements of Programming

Real Skills funding can be utilized to develop and implement programming to provide youth with the following during the summer and/or the academic year. Partnerships are encouraged to submit proposals that connect academic year career exploration and work readiness to summer work-based learning.

- 1) **(Optional) Career Exploration** opportunities to understand career options, career pathways and decision points, including the connections between educational and skills attainment, relevant experience, and career advancement, further defined in Section C.
- 2) **(Required) Work Readiness training** to develop essential skills and learn and understand work norms and culture and prepare youth for work-based learning experiences, further defined in Section D.
- 3) **(Optional) Work-Based Learning (WBL)**, to apply academic, technical, and essential skills in a real life or simulated work environment, further defined in Section E.

C. Career Exploration

Career Exploration includes curriculum and activities for students to learn about different industries, occupations, and career pathways; and how these fit into their personal interests, skills, and passions. Proposals are encouraged to focus on in-demand industries and to integrate student [Individualized Learning Plans \(ILPs\)](#). Examples include but are not limited to:

- Personalized career interest / strengths assessment surveys
- Job shadows and site visits to workplaces
- Interactive career fairs or career panels with industry representatives
- Guided research about career fields (i.e. O*NET)
- Industry-driven curriculum
- ILP reflections

Career exploration activities should be:

- *Rigorous*: Developmentally appropriate, experiential, and tied to measurable outcomes and concrete learning objectives; students are building career-based knowledge and academic skills through structured and sustained activities that are not “one-off.”
- *Relevant*: Contextualized to in-demand industries and occupations in the local area and students’ personal interests and skills; and serve to build out academic and career goals for Individualized Learning Plans (ILPs).
- *Reflective*: Engaging students in reflection and analysis throughout and after the activity, including guided self-reflection in student Individualized Learning Plans (ILPs) where possible.
- *Interactive*: Providing multiple opportunities to engage with peers, educators, industry professionals, and mentors, as opposed to passive learning.
- *Integrated*: Embedded into the student’s school-based curriculum and academic learning, and into after-school programming or out of school learning, as applicable.

D. Work Readiness Training

Based on feedback from employers, the GWB is emphasizing work readiness in this year’s Real Skills for Youth solicitation. **This is a required component to any proposal**, either as a standalone training or embedded within other activities. Work readiness training should be experiential, interactive, based on authentic challenges and workplace conditions and allow youth to practice applying specific skills, which requires experienced facilitators. Youth participants should actively practice these skills during the initial training (such as through role plays) and throughout the duration of the program.

It is recommended that work readiness training be scheduled incrementally if implemented during the first week of programming or scaffolded throughout the entirety of the summer program in conjunction with other activities. Work readiness training will be less effective if exclusively taught in a short time period (ex. in one 6-hour session). Work readiness training should include a scaffolded learning process where participants learn the skill, actively practice the skill, and reflect on the learned and applied skills through continuous coaching.

The following must be included in all work readiness training:

- i. Resume Development: learn how to and build a resume
- ii. Job Search: learn how to search for and apply for jobs in a variety of ways
- iii. Interview Skills: learn and practice skills required for a professional interview
- iv. Email Etiquette: learn and practice the components of a professional email
- v. Financial Literacy: budgeting, credit and debt, how to open and manage a bank account, financial goal setting, etc.
- vi. Health, safety, and rights on the job including sexual harassment
 - **Note**: GWB will arrange for this training to be provided; applicants need not include a plan for this in their proposal, but grantees will be required to coordinate with the provider for this training.
- vii. Essential Skills: learn and practice how the skills below apply to the workplace
 - Collaboration and teamwork: Works effectively within and contribute to teams, learns from and works collaboratively with others, shows adaptiveness and flexibility, and effectively negotiates conflict.

- Communication: Listens actively and articulates and presents information clearly and effectively in written, visual, and verbal forms.
- Critical thinking and problem solving: Distills and analyzes information, makes judgements based on evidence, and uses data and information to solve problems.
- Initiative and self-management: Works independently as needed, monitors and prioritizes own time and tasks, takes initiative to solve problems as appropriate, and employs persistence to take tasks to completion.
- Professionalism: Follows and can articulate workplace norms such as punctuality, appropriate workplace communication and interactions, and professional dress.

As part of the GWB's effort to measure essential skills growth during these programs, youth participants and their employer supervisors/teachers/mentors will be required to respond to an online work-based learning survey at the conclusion of programming. Grantees will be expected to plan for, facilitate, and communicate this process to participants and other survey responders.

E. Work-Based Learning

Scaling out work-based learning opportunities is a focus of GWB's youth funding, and the GWB expects that a majority of Real Skills funds will be dedicated to covering wages, stipends, or other payments to youth for work-based learning in Summer 2020. Funding to cover wages, stipends, or other payments to youth *during the academic year* will be limited. Work-based learning should meet the following requirements:

Definition and Activities

Work-based learning is defined as youth engaging in real-life work experiences where they can apply and develop their academic, technical, and essential skills. Youth should be matched with age- and skill-appropriate opportunities, aligned to work readiness level and youth interests, so that no youth goes to a workplace or work-based learning experience unprepared to succeed. Work-based learning activities may fall into the following categories:

- Internship*: A position for a student or trainee to work in a business or organization to gain work experience.
- Apprenticeship*: Highly-formal job training experience that involves studying with a master of the trade on the job.
- Service-learning*: A program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.
- School-based enterprise*: Students produce and sell goods or services and learn about business skills and entrepreneurship. This may be part of an entrepreneurship course, and a business professional may serve as a mentor and advisor for the enterprise. (Note: while named "school-based enterprises," it is noted that activities need not occur within a school setting)
- Industry project*: Individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals.

Standards of Quality

High-quality work-based learning as defined by the GWB should be:

- *Rigorous*: Skill-based and tied to measurable outcomes. The experience should allow a student to gain measurable skills, whether those be essential skills or hard technical skills. The entire activity, including corresponding classroom time, should encompass a **minimum of 80 hours**.
- *Relevant*: Connected to a student's interests, as indicated in the student's [Individualized Learning Plan \(ILP\)](#) and to the real world of work. Projects and tasks should mirror those that exist in a real workplace and should align to in-demand industries in Rhode Island.
- *Reflective*: Engages the student in reflection and analysis throughout and after the experience, including guided self-reflection (ex. through the ILP process) and meaningful evaluations from the industry professionals. In this process, students should connect the work-based learning experience to their academic work as well as future professional and educational goals.
- *Interactive*: Providing multiple and extended opportunities for students to interact with industry professionals, whether as supervisors, mentors, advisors, or collaborators.
- *Integrated*: Connected with the student's school-based curriculum. A work-based learning is a practical application of academic and/or technical learning and should allow the student to practice the theory learned in the classroom in a real-world setting.

Detailed expectations and responsibilities for internships, service-learning, school-based enterprises, and industry projects are included in the [GWB's Work-Based Learning Guidance](#).

All work-based learning experiences must:

- Be targeted to youth ages 14-24.
- Be safe and properly supervised, observe and comply with applicable safety and health standards, and as applicable, observe [Workers Compensation](#) regulations and the Child Labor Laws of [Rhode Island](#) and the [Federal Government](#). Additional legal guidance is provided in the [GWB's Work-Based Learning Guidance](#) document. A minimum of 80 hours over a minimum of 5 weeks.
- Provide financial compensation and/or academic credit (high school or college credit):
 - For work experiences at a business or organization worksite (i.e. internships), youth must be paid [hourly minimum wage](#) according to RI State Law (note exceptions for full-time students under 19 and 14 and 15 year-olds).
 - For classroom-based activities, youth may be paid hourly minimum wage or via stipend or be granted academic credit.
 - Classroom time to prepare and orient youth for work-based learning activities may be unpaid or paid through incentive payments like gift cards.
 - Real Skills partnerships will need to provide W-2s to all participating youth receiving wages, and other required tax paperwork as applicable.
 - Applicants may include youth wages up to 120 hours in their budgets, however it is encouraged to leverage funds to cover some of the wage costs.

- Be properly Documented:
 - The Lead Applicant or other designated program partner must properly maintain participant records, including enrollment forms, parental consent forms, timesheets and payroll.
 - As applicable, one of the partners must be responsible for being the employer of record and paying wages and/or stipends to youth, determining employment eligibility, managing payroll, and ensuring proper liability coverage.
 - Participants must be trained on paperwork requirements to receive wages, as applicable.

Employer Responsibilities at a Worksite

In a work-based learning experience where youth participants are placed at a worksite (for example, an internship), the employer must:

- Agree to maintain records and prepare reports on the participant as prescribed by the Lead Applicant or program partner;
- Observe and comply with applicable safety and health standards, and Workers Compensation and the Child Labor Laws of Rhode Island and the Federal Government;
- Maintain sufficient general liability insurance for tort claims protection;
- Ensure that the experiences shall not reduce current employees' work hours, displace current employees or create a lay-off of current employees, replace the work of employees who have experienced layoffs, impair existing contract or collective bargaining agreements, and/or infringe upon the promotional opportunities of current employees;
- Ensure that the experiences are intended to increase work readiness skills of participants and not impact the profit margin of a for-profit company;
- Allow the Lead Applicant or program provider and/or duly authorized representatives to visit the premises to observe work place conditions, observe work place activities, and follow up with the participant; and
- Agree to sign a worksite agreement outlining the expectations of the participant's workplan and supervisory schedule, and evaluations as required by the Lead Applicant or other program partner.

F. Required Partnership Structure and Roles

Youth-serving Representative (required): A youth-serving representative is defined as one or more of the following: accredited public or public charter school; youth-serving community-based or non-profit agency; training and education provider; higher education institution; or other youth-serving organization. The presence of youth-serving organizations ensures that programming is age- and skill-appropriate and meets unique needs of youth.

Activities of the youth-serving representatives could include, but need not be limited to, the following:

- Work with industry representatives/employers to design career exploration and work-based learning opportunities;

- Screen potential worksites to increase the likelihood of a positive experience for participating youth, ensuring that there is a job description for summer employees (or help develop one if necessary) and identifying employer-requested skills;
- Recruit and enroll youth into programming, and manage paperwork to determine employment eligibility;
- Provide work readiness instruction;
- Match youth to work-based learning opportunities based on interests, skills, and work readiness;
- Design new or align existing curriculum to program activities, where curriculum teaches academic, technical, and/or professional skills;
- Assess and evaluate youth progress regarding skills attainment;
- Provide career counseling, case management, and connections to support services such as transportation, housing, and other assistance for youth as necessary;
- Support youth and employer supervisors to maximize learning and development, monitor progress over the summer, address problems that arise, and provide guidance to supervisors on working with young people;
- Manage the process for youth to earn academic or elective credit, or industry-recognized credentials;
- Manage payroll and liability coverage.

Industry Representative/Employer(s) (required): An industry representative/employer is defined as one or more of the following: trade association or sector intermediary; Real Jobs RI sector partnership; or employer(s). Industry and employer presence help align partnership programming with the real-time needs and demands of employers. Alignment to in-demand industries is encouraged.

Activities of the industry representatives/employers could include, but need not be limited to, the following:

- Host youth for career exploration site visits or work-based learning opportunities or connect youth to host employers and opportunities;
- Create age-appropriate job descriptions for youth employees, or help design work-based learning projects that authentically simulate the real world of work;
- Supervise and coach youth during work-based learning opportunities;
- Review curriculum and training content to ensure that training or education activities are relevant to industry or employer needs and realities;
- Deliver content or engage with youth directly in mentoring or other capacities to provide them with an employer perspective.

Others (optional): Other partners may include school districts, other workforce intermediaries such as Skills for RI's Future, or other partners deemed appropriate by the applicant.

G. Leveraged Resources

Leveraged resources are not required; however, partnerships leveraging outside resources will be considered in the evaluation and selection process.

H. Youth Served

Partnerships may serve youth between the ages of 12-24 and should align activities to the needs of their target populations. For example, programs for younger youth aged 12-15 may want to focus on career exploration, work readiness and/or work-based learning supported in the classroom. Older youth aged 16-24 should be prepared for and placed into work-based learning opportunities with direct employer engagement to gain real world experience.

To be eligible to participate in work-based learning activities a youth must:

- Be between the ages of 14-24 inclusive;
- Reside in the State of RI; and
- Be legally eligible to work in the United States (if receiving wages and on payroll).

Any youth participants receiving wages and on payroll must have the correct paperwork on file indicating eligibility to work, and it is the responsibility of the partnerships to ensure compliance. This paperwork may include but is not limited to: Social Security card, proof of address, birth certificate, Special Limited Permit to Work if 14-15 years of age. Applicants may also include screening for TANF and WIOA in order to leverage those funds, though should ensure that all paperwork is streamlined and kept to a minimum to reduce the burden on participants and their families. Comprehensive Action Program (CAP) agencies are experts at managing these processes and paperwork and are encouraged as partners.

I. Eligible and Ineligible Expenses

All expenses requested to be paid for with Real Skills RI grant funds must be expenses of the partnership proposal and its implementation. The need for, and reasonableness, of all costs must be fully justified and detailed in the Budget Summary and Narrative Form.

Eligible expenses may include reasonable project management costs. All proposed project management expenses must be fully explained and justified in the Budget Summary and Narrative Form. GWB may limit the percentage of grant funds that may be used for project management costs. If costs are allocated or percentages of salaries or other items are identified the full expense must also be identified; i.e. the Program Manager's salary is \$75,000, and he/she will be spending 15% of their time on the grant for a total of \$11,250.

Costs that are not allowable from Real Skills RI funds may be allocated as direct support or in-kind donation of a Real Skills partnership member.

Additional guidance on eligible and ineligible expenses will be provided if grant is awarded.

IV. Proposal Format and Submission Information

A. How to Apply and Submission Requirements

Proposals must be submitted with all of the required documents. Those documents are: cover page, proposal narrative and charts, budget and budget narrative, Taxation Letter of Good Standing, a signed fiscal agent assurances form, and a copy of the lead agency's W-9 Taxation Form. Letters of intent from partners are optional should you choose to include them in your proposal. Materials should be submitted in the same order as the checklist.

The Proposal Narrative must use at least 12-point font, at least 1.5 spacing, and page numbers and be no more than 18 pages long, not counting charts and calendars. Charts may use single spacing and a 10-point font. Citations for specific data points should be included within the narrative as footnotes; no works cited page is required. The prescribed cover sheet must be the first page of the proposal.

Six (6) copies of the proposal should be submitted in hard copy, plus one electronic copy on a USB flash drive or CD. Standard size (8½" x 11") paper of regular weight should be used.

B. Cover Page

A template page that includes important identifying and program information about the proposal. See Appendix B for a template.

C. Proposal Narrative

Using the prompts below, describe your proposal for up to one year of programming in a clear and concise way that will be easy for a reader to understand. Separate your narrative into the following sections:

- I. **Program Impact** (Maximum 2 pages): Describe the overall objective of your Real Skills for Youth program and how it will prepare youth for success in college and career. Describe how the Real Skills activities fit into your Partnership's or organization's larger youth mission and scope of work, particularly if your organization receives other sources of funding for similar activities (ex. WIOA Youth funding). If applicable, describe how Real Skills funding will be strategically braided with such funding to enhance the collective impact of each. Describe how programming would demonstrate continuous improvement if the Partnership contract were to be extended for two additional years.
- II. **Partner Engagement** (Maximum 2 pages): Provide a brief description of the Lead Applicant and all Partners, what roles they will play within the Partnership generally, and how the Partnership will prioritize the youth experience and ensure connections between industry and education. Briefly describe past or present experience of and collaborations between partners, including under the Real Skills for Youth program, if applicable. If applicable, describe how you will engage with schools, how programming aligns with local Career and Technical Education programs, and whether you have a plan and mechanism for communicating completed work-based learning and other experiences by youth back to their schools. Letters of intent from partners are optional and do not count against the page maximum.
- III. **Youth Recruitment, Placement, and Support** (Maximum 3 pages): Describe the target population for your program including age range, demographics, geographic location and/or schools; a justification for serving that particular population; and how this proposal advances the Real Skills for Youth's goal of ensuring that historically underserved populations have expanded access to opportunities and quality programming. Describe how you plan to identify, recruit, select, enroll, place, and retain youth participants for your program, and what supports will be available to those participants throughout the program. Describe your messaging to parents/guardians supporting youth participants in your program and how parent/guardian communication will be managed. Complete the table below to indicate roles and responsibilities

in the recruitment, placement, and support strategy, as applicable (does not count against the page maximum).

RECRUITMENT, PLACEMENT, AND SUPPORT	
Entity conducting participant recruitment:	
Recruitment methodology/mechanisms:	
Entity responsible for candidate screening:	
Screening methodology/mechanisms:	
Entity responsible for participant selection:	
Selection methodology/mechanisms:	
Entity responsible for participant enrollment:	
Entity managing participants during training:	
Entity providing support services:	
Support services to be offered/provided:	
Entity responsible for employer relationship management and for participant placement:	
Placement process methodology:	

- IV. **Activities and Projected Outcomes** (Maximum 7 pages): Provide a detailed description of the youth program experience and descriptions of each program component as indicated below, including program schedule, duration, intensity, and location. Describe any curriculum to be used. Include a timeline or calendar to clearly indicate what youth will be doing and when (does not count against the page maximum). Also complete the Performance Targets tables below for each cohort of youth (does not count against the page maximum).
- Career Exploration (optional):** Provide a detailed description of how youth will engage in career exploration; including how activities will be differentiated by age, work-readiness, and career interests; and how activities will meet the standards of quality as defined in Section C. Describe alignment with current in-demand industries and describe collaboration with any employer partners.
 - Work Readiness Training (required):** Provide a detailed description of how youth will engage with work readiness training including anticipated dates and duration, curriculum used, partners engaged, and how youth will learn and practice each required component in Section D. Indicate how youth will continue to practice work readiness in other activities, as applicable.
 - Work-Based Learning (optional):** Provide a detailed description of how youth will engage in work-based learning including types of activities; how activities will be differentiated by age, work-readiness, and career interests; and how activities will meet the standards of quality as defined in Section E. Describe alignment with current in-demand industries and describe collaboration with any employer partners.

For each cohort of participants in career exploration or work readiness training, complete the following table as applicable to describe projected outcomes (repeat for multiple cohorts):

PERFORMANCE TARGETS – Career Exploration/Work Readiness	
Brief Description of Activity:	
Start Date:	
End Date:	
Age range of Youth Participants:	
Training/Program Provider(s):	
Training/Program Location(s):	
Training/Program Schedule:	
Total Training/Program Hours:	
Certification(s)/Credit(s) Awarded:	
Target Enrolled:	<i>Note if duplicate count from another activity</i>
Target Completed:	
Target Wage/Stipend:	

For each cohort of participants in work-based learning, complete the following table as applicable to describe projected outcomes (repeat for multiple cohorts):

PERFORMANCE TARGETS – Work-Based Learning	
Type of WBL activity:	
Start Date:	
End Date:	
Age range of Youth Participants:	
Training/Program Provider:	
Training/Program Location(s):	
Program Schedule:	
Total Training/Program Hours:	
Certification(s) Awarded:	
Target Enrolled:	<i>Note if duplicate count from another activity</i>
Target Completed:	
Target Occupation(s) for internships:	
Target Employer(s) for internships:	
Target Wage/Stipend:	

- V. **Staffing Plan** (Maximum 1 page): Describe the Partnership's staffing plan and outline the roles and responsibilities for each staff member who will engage with youth participants. Indicate adult to youth ratios for proposed activities.
- VI. **Program Quality and Improvement** (Maximum 2 pages): Describe how the Partnership will assess program quality and progress toward program objectives and ensure a positive and high-quality experience for youth throughout the duration of the program. Explain how the Partnership will gather youth and employer feedback throughout the program and respond to that feedback in real time.

- VII. **Organizational, Administrative and Fiscal Capacity** (Maximum 1 page): Briefly describe how the Lead Applicant has the administrative and fiscal capacity to properly and effectively manage grant funds and submit timely and accurate expense reports. Describe which Partner will serve as the employer of record, manage payroll, and cover liability and Worker's Compensation, as applicable, and what prior experience the organization has in doing so. The lead applicant will further be required to complete a Fiscal Agent Assurances Form (see Appendix E).

D. Budget & Budget Narrative

All funding is subject to board approval and grantee performance. The proposed budget should include a brief description of each budget item and what role the item will play in the execution of the grant. See Appendix D for the budget template.

E. Additional Attachments

The GWB will not accept any additional documentation, except for what is outlined below:

- **Taxation Letter of Good Standing:** The lead applicant must submit a current Letter of Good Standing from the state Division of Taxation. If this letter is not available in time for proposal submission, the applicant may submit proof of request. More information can be viewed at: <http://www.tax.ri.gov/Tax%20Website/TAX/Letters%20of%20Good%20Standing/index.php>.
- **Fiscal Agent Assurances Form:** See Appendix E for the required form. This form is signed by the Lead Applicant to affirm that they will comply with all applicable regulations, policies, guidelines, and requirements of the GWB and the State of Rhode Island and have the fiscal capacity to administer the grant.
- **Copy of Lead Applicant W-9 Taxation Form:** Downloadable from Division of Purchasing Website: <http://www.purchasing.ri.gov/rivip/publicdocuments/fw9.pdf>
- **Letter(s) of Intent (optional):** These letters should show that the member is an active partner, understands and embraces their role, and is committed to the partnership. 'Form' letters are discouraged.

V. Grant Evaluation and Selection

A. Grant Award Evaluation Process

GWB staff will perform an initial screening of applications to ensure that submission requirements were met, and all required sections were included.

An Evaluation Committee will score applications. The committee will be composed of representatives from GWB, Department of Labor and Training, Rhode Island Department of Education, and other State agencies, among others. Mirroring the structure of the Proposal Submission, Evaluators will be directed to consider the following:

I. Program Impact

- Does the proposal clearly outline and define the overall intent of the program, keeping youth participants at the forefront of that goal?
- Does the proposal explain how youth participants will be prepared for college and career through its programs?

- Does the proposal explain how the Real Skills activities fit into the organization's larger youth mission and scope of work?
 - Does the proposal provide a realistic, and well-thought out plan for continuous improvement if given the opportunity to renew a contract for an additional two years?
- II. Partner Engagement**
- Is there a clear and cogent rationale for the selection of the Lead Applicant and other partners? Does the partnership include the required youth-serving and industry/employer partners?
 - Does the Lead Applicant have the capacity to fulfill its role? Is the Lead Applicant credible, objective, and do they demonstrate knowledge and expertise of the youth served?
 - Does the partnership include organizations with demonstrated success and experience delivering youth programming and ability to meet the needs of all their target youth?
 - Does the proposal clearly describe the specific roles each partner will play in executing the plan?
 - If applicable, does the proposal include a realistic plan to engage with schools, align with local CTE programs, and communicate activity completion back to schools?
- III. Youth Recruitment, Placement, and Support**
- Is it clear what population of youth will be served in terms of age, demographics, schools, geographic region, or other characteristics?
 - Does the proposal explain how programming will advance the PrepareRI mission of ensuring that historically underserved student populations have expanded access to quality programming?
 - Does the proposal explain how the partnership will identify, recruit, select, and enroll youth while providing equitable access to programming and supports along the way? Are roles and responsibilities for each state of the recruitment process reasonable, realistic, and clear?
 - Does the proposal clearly explain a plan of communication plan to parents/guardians?
- IV. Activities and Projected Outcomes:**
- Does the proposal present a program of activities which is clear, detailed and logical, and meets grant solicitation requirements? Is it clear what youth will be doing throughout the program?
 - Does the proposal further the goals, core values, and objectives of the Real Skills for Youth program?
 - Do activities meet the standards of quality as outlined in the grant solicitation, or the GWB's Work Based Learning guidance, as applicable?
 - Are activities age-appropriate and differentiated for work readiness and youth interests?
 - Is career exploration and work-based learning programming employer-informed and aligned to existing careers and occupations, particularly in in-demand industries?
 - Does the proposal have all required components for work readiness training embedded in their plan, and is that training experiential, interactive, and based on authentic challenges?

- Does the proposal provide an appropriate and reasonable timeline to implement program components?
 - Does the proposal clearly describe the expected outcomes and are those outcomes reasonable?
- V. **Staffing Plan**
- Does the staffing plan seem appropriate and adequate for the activities planned?
 - Is there a reasonable adult to youth ratio?
- VI. **Program Quality and Improvement**
- Does the Partnership have a clear plan to assess and ensure progress toward program objectives and positive youth experience throughout the duration of the program?
 - Does the proposal outline the plan for collecting youth and employer feedback in real time and how the Partnership will respond to that feedback?
- VII. **Organizational, Administrative and Fiscal Capacity** (Maximum 1 page):
- Does the Lead Applicant have the administrative and fiscal capacity to properly and effectively manage grant funds?
 - If applicable, does the proposal adequately identify how a partner will be the employer of record, manage payroll, and cover liability and Worker's Compensation?
- VIII. **Budget and Budget Narrative**
- Are outcomes reasonable relative to the funding amount requested?
 - Are the expenses listed in the budget reasonable and reflective of the proposal?
 - Does the budget narrative adequately describe the expenses in the budget and reflect the scope of work in the proposal?
 - [For enhanced consideration, not required] Does the proposal include leveraged resources and/or in-kind contributions from partners?

Proposals will be scored based upon the following criteria:

Proposal Section	Possible Points
Program Impact	15
Partner Engagement	15
Youth Recruitment, Placement, and Support	10
Activities and Projected Outcomes	30
Staffing Plan	5
Program Quality and Improvement	10
Organizational, Administrative and Fiscal Capacity	5
Budget and Budget Narrative	10
TOTAL POINTS	100

B. Grant Award Selection Process

If necessary, oral presentation of the proposal may be required to clarify content in the proposed plan.

Final approval for each grant awarded shall be determined by the Executive Director of the GWB, based on the recommendations of the Evaluation Committee and considering other factors such as: funding

availability, geographic distribution, types of activities, and age range served. If a proposal is focused on a geographic location, target population, or type of activity for which no other proposals have been received, that proposal may be prioritized over proposals focused on an activity/location/target population for which it has received multiple proposals, even if the latter receives a higher evaluation score than the former, provided the proposal is deemed otherwise adequate in meeting the responsibilities and expectations of this program.

VI. Grant Administration and Reporting

A. Negotiation and Post-Award Procedure

Finalists should be prepared to submit a copy of the lead agency's most recent audit and/or audited financial statement (Pell-eligible institutions are exempt).

- All governmental and non-profit organization must follow the audit requirements of Federal OMB circular A-133 (www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2011)
- Commercial organizations that expend \$500,000 or more in federal funds must have either an organization-wide audit conducted in accordance with OMB circular A-133 or a program-specific financial and compliance audit. Those entities that expend \$500,000 or more in federal funds may include audit costs to the grants on a pro-rated basis.

The GWB reserves the right to negotiate with proposers on costs and deliverables in order to contract with the proposer who best meets the Board's needs. Upon completion of the negotiation, a final contract will be drafted and signed, laying out and finalizing the partnership's scope of work, budget, payment terms, performance metrics, and reporting requirements. If a contract for any reason cannot be negotiated, another proposer may be selected. No activities may begin until the Award Agreement is completed and signed by all parties, unless approved by GWB in writing.

The GWB will host a mandatory Grantee Orientation and awardees will have access to ongoing technical assistance sessions.

There may be site visits and/or programmatic and fiscal audits during and after the grant period.

B. Fiscal and Programmatic Oversight

Grant advisors will be closely engaged with all Real Skills partnerships that receive funding, providing plan-specific support and technical assistance. This support includes but is not limited to site visits and meetings between Lead Applicants, partners, and staff responsible for implementing activities; reporting and performance tracking. Grant advisors will work with partnerships to highlight accomplishments of programs and may implement technical assistance plans for outcomes that are not reached.

Fiscal oversight may consist of submission of expenditure reports, request for proof of expenditures, periodic on-site fiscal monitoring, and/or an audit of Real Skills funds expended by the Lead Applicant and its Sub-grantees and any vendors.

C. Payment Options

Payment to partnerships will be disbursed according to a schedule negotiated between GWB and the Lead Applicant and may be conditioned upon meeting program requirements. This could include meeting negotiated performance metrics.

Invoices will not be paid unless expense reports are submitted correctly, with all of the appropriate supporting documentation.

Applicants should have the financial capacity to pay the costs up front and receive reimbursement upon submission of invoices and other required materials. The reimbursement timeline will be determined and finalized during the contract negotiation. If a partnership does not have the financial capacity to pay youth wages up front, the partnership may request an advance of up to 50% of the youth wages line item by submitting a formal request with justification and back-up; approval is not guaranteed.

D. Participant Data and Reporting Requirements

All grantees will provide specific data about each participant enrolled in programs and/or activities, on a schedule determined in the negotiation process and at least quarterly. For Career Exploration and Work Readiness activities those may be collected on an aggregate basis.

These data points include as applicable but are not limited to: first and last name, gender, race/ethnicity, school and grade, hours of classroom and workplace activities, employer for work-based learning experiences, industry credentials earned, academic credit earned, wages earned, and Social Security numbers. The GWB will also require partnerships to administer standardized surveys to participants and/or employers to collect quantitative and qualitative data on essential skills gains and career knowledge.

As grantees will necessarily collect personal information from participants as well as other potentially confidential or proprietary information from employer partners, it is expected that grantees will regard electronic data and other manually maintained records on individual persons, employers, and others as confidential, to be held in trust, and will protect data against unauthorized disclosure and/or use.

E. Performance Metrics

Partnership-specific metrics will be developed during the Award Agreement negotiation to capture the unique features and proposed goals of each partnership. These unique performance metrics will allow the GWB to track the partnership's progress, collaborate with the partnership and other stakeholders to encourage open lines of communication, enhance accountability, improve results, and adjust program delivery and policy.

Funding may be tied to the achievement of performance metrics.

F. Right to Revoke Funding, Audit and Suspend Funds

The GWB reserves the right to revoke Grant funding from the recipient entity of any grant and require the return of unspent funds if the goals and timelines consistent with the approved Award Agreement are not met.








The GWB also reserves the right to request access to perform an audit of partnership activities. Audits can be part of regular monitoring or in response to an emergent concern, including but not limited to outside inquiries or even "whistleblower" complaints. In order to meet its fiduciary responsibility for public funds, GWB reserves the right to suspend payment of any part of a Real Skills RI grant.

VII. Appendices

A Word version of Appendices can be downloaded [here](#).

Appendix A: Proposal Checklist

This checklist is intended to assist the applicant in making sure the required documents are present. The proposal must have the required document in the order that they appear in the checklist and may not include any additional documentation.

Document	Requirements	Document Included
Cover Page	See Appendix B for Required Fields	
Proposal Narrative and Charts	See section IV.C and Appendix C for required content	
Budget and Narrative	See Appendix D for required template	
Taxation Letter of Good Standing	Lead Applicant must submit a current Letter of Good Standing from the state Division of Taxation. More information can be viewed: http://www.tax.ri.gov/Tax%20Website/TAX/Letters%20of%20Good%20Standing/index.php	
Fiscal Agent Assurances Form	See Appendix E for the required form	
Copy of Lead Applicant W-9 Taxation Form	Downloadable from Division of Purchasing Website: http://www.purchasing.ri.gov/rivip/publicdocuments/fw9.pdf	
Letters of Intent from Partners (optional)	See section IV.C.II	

Appendix B: Cover Page Template

Real Skills for Youth Program Name:											
Lead Applicant Organization Name:	Lead Applicant Organization Address:	Lead Applicant Organization Tax ID:									
Lead Contact Person:	Lead Contact Telephone: () -	Lead Contact E-Mail Address:									
Program Components: <input type="checkbox"/> Career Exploration (optional) <input type="checkbox"/> Work Readiness (required) <input type="checkbox"/> Work-Based Learning (optional) <div style="margin-left: 20px;"> <input type="checkbox"/> Internship <input type="checkbox"/> Apprenticeship <input type="checkbox"/> Service-Learning Project <input type="checkbox"/> School-based enterprise <input type="checkbox"/> Industry Project </div>	Youth Served: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="width: 33%;">Timeframe:</th> <th style="width: 33%;">Projected Total Enrollment:</th> <th style="width: 33%;">Number out of Total Enrollment to engage in paid activities:</th> </tr> <tr> <td>Summer 2020</td> <td></td> <td></td> </tr> <tr> <td>Academic Year 2020-2021</td> <td></td> <td></td> </tr> </table>		Timeframe:	Projected Total Enrollment:	Number out of Total Enrollment to engage in paid activities:	Summer 2020			Academic Year 2020-2021		
Timeframe:	Projected Total Enrollment:	Number out of Total Enrollment to engage in paid activities:									
Summer 2020											
Academic Year 2020-2021											
Age of Youth served: <input type="checkbox"/> Under 14 years of age <input type="checkbox"/> 14-15 <input type="checkbox"/> 16-18 <input type="checkbox"/> 19-24	Target Industries: <hr/> Target Participant Geographic Region and/or Schools:										
Total Amount Requested: \$	Time frame of Request: <i>(no longer than May 1, 2019 through May 1, 2020):</i> <div style="text-align: center;"> / / to / / </div>										
Youth Serving representative(s) for Grant Application (required):											
Industry Representative(s)/Employer(s) for Grant Application (required):											
Additional Partners for this Application (optional):											

Appendix C: Charts for Narrative

RECRUITMENT, PLACEMENT, AND SUPPORT	
Entity conducting participant recruitment:	
Recruitment methodology/mechanisms:	
Entity responsible for candidate screening:	
Screening methodology/mechanisms:	
Entity responsible for participant selection:	
Entity responsible for participant enrollment:	
Entity managing participants during training:	
Entity providing support services:	
Support services to be offered/provided:	
Entity responsible for employer relationship management and for participant placement:	
Placement process methodology:	

PERFORMANCE TARGETS – Career Exploration/Work Readiness	
Brief Description of Activity:	
Start Date:	
End Date:	
Age range of Youth Participants:	
Training/Program Provider(s):	
Training/Program Location(s):	
Training/Program Schedule:	
Total Training/Program Hours:	
Certification(s)/Credit(s) Awarded:	
Target Enrolled:	<i>Note if duplicate count from another activity</i>
Target Completed:	
Target Wage/Stipend:	

PERFORMANCE TARGETS – Work-Based Learning	
Type of WBL activity:	
Start Date:	
End Date:	
Age range of Youth Participants:	
Training/Program Provider:	
Training/Program Location(s):	
Program Schedule:	
Total Training/Program Hours:	
Certification(s) Awarded:	
Target Enrolled:	<i>Note if duplicate count from another activity</i>
Target Completed:	
Target Occupation(s) for internships:	
Target Employer(s) for internships:	
Target Wage/Stipend:	

Appendix D: Budget Template

PROGRAM COSTS			
EXPENSE CATEGORY (Program, Training, or Administrative)	ASSOCIATED ENTITY (Partner receiving funds)	LINE ITEM DESCRIPTION	BUDGET
			\$ -

INDIRECT COSTS			
EXPENSE CATEGORY	ASSOCIATED ENTITY	LINE ITEM DESCRIPTION	BUDGET
			\$ -

EXPENSE CATEGORY DEFINITIONS
<p>"Program" Costs – Costs associated with program and participant management such as employer engagement, stakeholder convening, meetings with training providers, project oversight/monitoring, participant recruitment and outreach activity, assessments, interviews, background checks, case management, stipends, other support costs for participants, directly allocated rent and utilities, non-training materials and supplies, and the costs of staff handling these aspects of work.</p> <p>"Training" Costs – Costs directly related to training, such as tuition, instructor costs, books, supplies, etc.</p> <p>"Administrative" Costs – Indirect costs an organization incurs that are not directly tied to organizing programming (examples include: fiscal management, general office supplies, and an organization's standard 10% overhead costs).</p>

Appendix E: Fiscal Agent Assurances

The Lead Applicant hereby affirms and certifies that it will comply with all applicable regulations, policies, guidelines, and requirements of the Rhode Island Governor's Workforce Board (GWB) and the State of Rhode Island and Providence Plantations as they relate to the application, acceptance, and use of Real Skills for Youth funding in this project. The Lead Applicant further affirms and certifies that:

1. It possesses legal authority to apply for the grant, i.e., an official act of the Lead Applicant's governing body has been duly adopted or passed, authorizing filing of the application, including all understandings and assurances contained therein and directing and authorizing the person identified as the official representative of the Lead Applicant and to provide such additional information as may be required.
2. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
3. It will expend funds to supplement new and/or existing programs and not use these funds to supplant non-grant funds.
4. It will participate in any statewide assessment program or other evaluation program as required by GWB.
5. It will give GWB, or an authorized representative, the right of access to, and the right to examine all records, books, papers, or documents related to the grant.
6. It will assure that monthly status reports will be submitted to GWB, as required.
7. It will comply with all requirements imposed by GWB concerning special requirements of law and other administrative requirements.

The Lead Applicant further acknowledges that it will serve as fiscal agent and will perform all financial management duties of the grant and accept responsibility for the proper use of grant funds. As Fiscal Agent, Lead Applicant is responsible for maintaining separate records of disbursements made on the Applicant's behalf and disbursing those funds in accordance with the restrictions related to the grant.

The Fiscal Agent takes full responsibility for managing and documenting grant expenditures, as well as submitting financial reports for the grant. The Fiscal Agent is responsible for receiving and safeguarding grant funds. Furthermore, the Fiscal Agent is legally obligated to:

- maintain separate records of disbursements related to the grant;
- keep receipts for at least three years following closing of the grant;
- make financial records available to the State of Rhode Island and its representatives upon request;
- disburse funds in accordance with the purpose of the grant application; and,
- file the final financial report at the conclusion of the grant.

Organization Name: _____ **Federal Tax ID Number:** _____

Signature of Authorized Representative of Lead Applicant

Date

Name and Title (Typed or Printed)

Appendix F: Glossary of Terms

Career Exploration: Programming that introduces younger students to a variety of possible careers. These programs are primarily focused on elementary and middle school students, while high school students will explore careers in more depth through work-based learning.

Career and Technical Education (CTE): designed to provide students with the skills they need to be successful in the workforce. Rhode Islanders can access CTE through over 200 programs housed at career and technical education centers and high schools across the state.

Essential Skills: Skills needed for learning, work, and life, also called “professional skills,” “soft skills,” “21st Century skills,” and “employability skills.” Essential skills include collaboration and teamwork, communication, critical thinking and problem solving, initiative and self-management, and professionalism. Definitions of these essential skills are included in the GWB’s guidance on work-based learning available at <https://www.prepare-ri.org/wbl>.

Governor’s Workforce Board (GWB): The primary policy-making body on workforce development for the State, with statutory responsibility and authority to plan, coordinate, fund and evaluate workforce development activities.

Individual Learning Plan (ILP): a student-directed planning and monitoring tool that customizes learning opportunities throughout students' secondary school experience, broadens their perspectives, and supports attainment of goals. The ILP documents students' interests, needs, supports, course selections (including access to college level programming), transition placements and other learning experiences both in and out of school.

Work-Based Learning (WBL): a planned, structured learning experience that provides youth with real-life or simulated work experiences where they can develop and apply academic, technical, and essential skills; and contributes to the achievement of their postsecondary and employment goal(s). work-based learning activities include internships, apprenticeships, service-learning projects, school-based enterprises, and industry projects. The GWB’s guidance on work-based learning including detailed definitions and quality standards is available at <https://www.prepare-ri.org/wbl>.